DOCUMENT RESUME

ED 029 725 RC 003 408

By-Digneo, Ellen Hartnett, Ed.; Shaya, Tila, Ed.
Career Selection Education Program, 1965-1968. Report.
New Mexico Western States Small Schools Project, Santa Fe.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date Aug 68
Note-16p.
EDRS Price MF-$0.25 HC-$0.90
Descriptors-Career Choice, *Career Planning, Careers, Counseling Services, Educational Counseling, Employment Opportunities, *Occupational Aspiration, Occupational Choice, *Rural Youth, *Small Schools, Vocational Adjustment, *Vocational Counseling, Vocational Interests
Identifiers-*New Mexico Western States Small Schools Project

Career Selection Education Programs were conducted during the 1965-66 school year at Cloudcroft and Weed High Schools under the direction of personnel from New Mexico State University, and at Cliff High School under the direction of personnel from Western New Mexico University. These programs were designed specifically to enable young people in small, rural schools (1) to have an opportunity to gain information about job opportunities and (2) to assess more adequately their own individual capacities to fit into the world of work. Some sources of vocational information were field trips, interviews, films, tape recordings, and group guidance sessions. A series of reports was submitted annually by staff personnel at each operating location. The programs at Weed and at Cloudcroft High Schools were continued during the 1966-67 and 1967-68 school years; the program at Cliff High School had to be discontinued at the conclusion of the first year because of lack of funds. (EV)

ED029725

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WESTERN STATES SMALL SCHOOLS PROJECT FOR NEW MEXICO

REPORT OF THE

CAREER SELECTION EDUCATION PROGRAM

1965-1968

State Department of Education
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Santa Fe, New Mexico
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RC 003408

Dedicated to . . .

Dr. M. G. Hunt
Director of Vocational Education

. . . who encouraged the idea of a Career Selection Education Program for New Mexico and supported it.

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Western States Small Schools Project for New Mexico
State Department of Education
Santa Fe, New Mexico

August 1968

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Foreword

Small schools seldom have shops, laboratories, and trained teachers to provide vocational education. The career selection agent in New Mexico has developed a program of orientation to the world of work, which gives job descriptions and provides tests. This enables young people in small schools to have a close look at job opportunities and their own individual capacities to fit into the world of work.

New Mexico's Career Selection Education Program did not provide many on-the-site opportunities for training; however, through field trips, interviews, and resource materials, Career Selection became an important exploratory activity which helped many young people find themselves.

Introduction

This report is a compilation of reports which have been submitted annually by the career selection agents during the past three years. All the five Western states — Arizona, Colorado, Nevada, Utah, and New Mexico — have cooperated in this project; however, New Mexico did not request Ford Foundation funds and has operated with financial assistance from the Division of Vocational Education and the Division of Guidance.

In all instances, the career selection agents in New Mexico have been full-time graduate students working on an advanced degree. All have been qualified guidance counselors who spent one or two days a week in a small school. Since the New Mexico career selection agent was not full-time on the local staff, it has been imperative to have full staff involvement as the program had to be carried on by the regular staff members when the career selection agent was back on the university campus.

Orientation to the World of Work enabled students to study the occupations of interest to them. Field trips, individual counseling, and interviews with professionals made it possible for students to make wiser choices with professional information and facts concerning vocational selections available to them at all times.

Mrs. Ellen Hartnett Digneo
Director

Western States Small Schools
Project for New Mexico

EDUCATION FOR CAREER SELECTION AND ORIENTATION TO THE WORLD OF WORK

1965-1966

Cliff High School
Weed High School
Cloudcroft High School

The Career Selection Education Program grew out of special need which was recognized by the five state directors of the Western States Small Schools Project. They proposed to establish experiments enabling isolated, small high schools to become more nearly comprehensive. The proposal was originally written with the viewpoint that increased vocational exploration could be effectively blended with general education experiences provided there were adequate curriculum guidelines.

The project in Education for Career Selection and Orientation to the World of Work was developed to include schools chiefly bypassed by the conventional approaches. It was to be initiated originally in communities whose schools would meet the following criteria:

1. The student population consists mostly of rural farm or non-farm youngsters.
2. The federal vocational and other programs are not meeting the vocational needs of most students.
3. No residential or other types of area vocational schools are available.
4. The school is, by state law or state definition, necessarily isolated.
5. School consolidation has not resulted in a large enough attendance unit to offer by conventional methods an economically feasible and broad vocational education.
6. The high school enrolls 200 or fewer students in the upper four years of education.

New Mexico did not choose to be a part of the original project when it was proposed; therefore, no funds were appropriated in New Mexico by the Ford Foundation to explore the Career Selection Education Program.

When New Mexico decided to come into the program, the only sources of funds available for the 1965-66 school year was through Federal Vocational Education funds and, specifically, because of the interest of the director, Dr. M. G. Hunt.

Every college and university in New Mexico was given an opportunity to select a school in its vicinity which had no counseling program and send a qualified guidance counselor, referred to as a career selection agent, to that school one day a week. Only two institutions of higher education accepted the challenge. New Mexico State University set up a program at Cloudcroft High School and at Weed High School under the direction of Dr. William C. Cross, Head of the Division of Psychological and Guidance Services. Western New Mexico University set up a program at Cliff High School under the direction of Dr. Gladys Bookman, Chairman of the Guidance Department. The program at Cliff High School was carried out with the assistance of two young ladies. Both were graduate students and well qualified to develop an outstanding program. The program at Cloudcroft and Weed, each, had a young man who traveled to the schools once a week and worked with students and faculty to blend vocational academic experiences. Both of these men were graduate students.

The program at Cliff High Shool was an exciting one; however, it was discontinued at the close of the first year, since at this point, the Director of Vocational Education informed the school that his division was not able to finance this program entirely for the 1966-1967 school year. Dr. Hunt did offer to match federal funds con-

tributed by local school districts, and the Silver City school district was not financially able to assist Cliff.

The following excerpts from the 1965-1966 Annual Report of Cliff gives one the feeling that the two career selection agents, Mrs. Elsie Boettcher and Miss Mary Elizabeth Johnson, along with Dr. Gladys Bookman, started a fine program which should have been continued:

Under the direction of Dr. Gladys Bookman, Western New Mexico University carried out the project at Cliff High School. Serving a ranching and farming area, the community of Cliff has approximately one hundred families within its town limits. Mrs. Elsie Boettcher and Miss Mary Elizabeth Johnson, career selection agents, traveled to Cliff every Thursday to present the program of career selection education. The program was presented through the English classes to 68 students: 17 freshmen, 23 sophomores, 16 juniors, and 12 seniors. Mrs. Idah Shelly, who has an Ed.S. in Guidance, was the English teacher at Cliff High School and was most helpful to the career selection agents.

Unique among small communities is the enthusiasm displayed toward their children and anything connected with the "school." The school is the community "center." Needless to say, the program was well accepted by the parents and students. We were fortunate to introduce our program during National Education Week, for many parents were visiting classes and received firsthand the explanation of the program. The parents became our ambassadors.

The following were set as our goals:

1. To increase the child's feeling of security by presenting sources of information on careers.
2. To encourage the natural curiosity of a child by explaining that there are over 40,000 different occupations and by giving the students the source for explanation of these occupations.
3. To extend their occupational horizons.
4. To encourage wholesome attitudes toward all useful work — the dignity of any occupation.
5. To begin developing a desirable approach to the process of occupational choice-aspirations in regard to aptitudes and attitudes and to look at "self" realistically.

Almost all the materials used were purchased by the State Department of Education and became a permanent part of Cliff's library: the **Dictionary of Occupational Titles, Handbook of Job Facts,** the SRA Exploration Kit with the O.E.K. Handbook, the SRA Information Files, **National Directory of Schools, Occupational Information,** and the **Occupational Outlook Handbook.**

Procedures and methods used: the lecture procedure was used in a very minimal manner — limited to explaining the program, the other programs, the material to be used, and how it was to be used. During the rest of the program, the career selection agents tried to play a backseat role in the classroom in that they wanted the class to revolve around the students.

Panels were on a voluntary basis and consisted of four members and one chairman using the regular panel format. Each student chose one occupation and, for a week, investigated it as thoroughly as information allowed. On the day assigned, the chairman would take over and introduce the members of his panel and proceed with the information to be given that day. The students not participating in the panel were to take notes for a brief discussion period after the panel terminated.

The style of group discussion used was Open Forum. The students reacted most favorably to this procedure. Since the classes were so small, it was possible to make a circle — this lent atmosphere to this type of discussion. The small group discussion was used to help the students learn how to use the material provided. Four sheets of paper were distributed and five different questions were written on each sheet. The class was then divided into four groups where they were to work cooperatively to find their answers in the time allowed. At the end of the time limit, each group chairman would stand and read the statement and give the answer.

The career selection agents took the juniors and seniors on two field trips. Career Night was held with three purposes in mind: to give the students firsthand information from people who were actually in the field; to give everyone an opportunity to meet and chat with parents; and to get the individual student and his parents to share in his vocational choice.

Career Night started in the school gym with the introduction of all speakers by Mr. Hathorn, Principal of Cliff High School. The parents and students then adjourned to two 20-minute sessions, giving the parents and students a chance to visit with two people of their choice. At the end of the second 20-minute session, everyone returned to the gym for an informal social hour. It was gratifying to see that many of their guests and students continued their conversations with their representatives during the social hour. The following are comments by the students in regard to Career Night:

1. Should have more sessions.
2. Too much emphasis on men's occupations.
3. Continue Career Night, but have more speakers come up during the year.
4. Since it was such a success, maybe other county high schools could be included in the future.

The career selection agents felt that any evaluation program is best accomplished through comments from the individuals who take part in the program. They asked the students to evaluate the program at the close of the school year. A few of the statements are as follows:

1. You should have come oftener than once a week.
2. Grades should have been given.
3. It helped us pinpoint our interests.
4. Made me start to think about a career, and how I could use my years in high school to better advantage.
5. Made me more aware of jobs available.
6. Brought me closer to what I wanted to be.
7. Helped me by creating interest in the program, and although I do not know what I want to be, I know where to look.

Wesley Lane, Principal of Cloudcroft, and CSA Lewis Tuttle discuss plans for the future during the first year of the CSE Program.

The following two charts reveal that student choices are often unrealistic when we look at their choice of occupations and compare it with their abilities.

Seniors:

Student	Kuder	IQ	Occupational Choice
*1.	89% Soc. Ser.	127	Music teacher
2.	86% Outdoor	86	Wildlife — no college
*3.	96% Science	113	College — Vet.
*4.	84% Mech.	94	College
5.	93% Clerical	103	Data Processing — trade school
6.	96% Outdoor	96	Armed Services
7.	94% Comput.	115	Secretary
8.	96% Comput.	108	Beautician
9.	80% Artistic	76	Law Enforcement

*1966. Plan to go to college and have been accepted.

Juniors:

Student	Kuder	IQ	Occupational Choice
*1.	92% Art, Mech.	106	Nursing
*2.	98% Science	114	Dental Hygienist
*3.	95% Music	86	Ranching — via college
*4.	92% Music	86	Ranching — via college
5.	86% Clerical	80	Barber
*6.	80% Clerical	100	College — Animal Husbandry
7.	90% Outdoor	109	Army
8.	99% Comput.	117	College — Engineer
9.	88% Outdoor	104	Secretary
10.	86% Music	83	TV work — trade school
*11.	95% Soc. Ser.	92	Teaching
*12.	93% Soc. Ser.	93	Nursing
*13.	80% Music	87	College — Wildlife
14.	85% Outdoor	86	Agri. field

*These students indicate that they will be going to college. Note that only three have an IQ of 100 or better.

The Career Selection Education Program at Weed and Cloudcroft has been continuous for three years. Dr. William C. Cross, Head of the Department of Guidance and Psychological Services at New Mexico State University was enthusiastic about the possibilities of such a program from the very beginning. It was through the efforts of Dr. Cross that the details of the program for Weed and Cloudcroft were designed and career selection agents were chosen for each school.

Possibly, it should be mentioned at this time that the

Department of Guidance and Psychological Services at New Mexico State University usually has several persons in graduate school who were former counselors before returning to college to pursue advanced training. However, these people were located at University Park — some 90 miles from Cloudcroft and 115 miles from Weed. Three graduate assistants were asked if they wished to participate in the program and two, Mr. Lewis Tuttle and Mr. Donald Brockwell, indicated their interest and willingness to serve as the career selection agents for the selected schools.

It was decided, after communication with interested personnel, to have a meeting of the officials of the two schools at Cloudcroft, New Mexico, to map out the overall plans. On November 18, 1965, Dr. W. C. Cross accompanied by graduate assistants Lewis Tuttle, Joseph Ptasnik, and Donald Brockwell, met with Dr. Merrill Redemer, representing the State Department of Education; Tom Riddle, Superintendent of Cloudcroft Schools; Wesley Lane, Principal of Cloudcroft Schools; A. C. Woodburn, Assistant Superintendent of Alamogordo Schools; R. K. Hill, Principal of Weed High School, to plan the program.

The Weed School is nestled in the Sacramento Mountains.

R. K. Hill, Principal at Weed, and CSA Steve Donohue listen as Bill Kelsay of the State Department of Education explains a point.

General Descriptions of the Two Schools

Cloudcroft, New Mexico, is located in the Sacramento Mountains, about 15 miles from Alamogordo on Highway 82. The community is composed largely of persons engaged in providing services to the tourist trade. The community has a centrally-located town which is surrounded by ranches or state and national parks. The school has a student body of 152 in grades 7 through 12 and a faculty of 10 teachers.

Weed, New Mexico, is located about 26 miles beyond Cloudcroft in a small, but beautiful valley. The community of Weed proper is made up of one store, one post office, seven or more houses, and the high school. Most of the students are transported to school from adjoining ranches. The predominant economy is farming or ranching with some parents working for the State Forest Service. Seventy-nine students attend school at Weed in grades 1 through 12, and the faculty is made up of a teaching principal and 6 other teachers.

The Cloudcroft Program

At Cloudcroft school, the faculty and administration desired a total guidance program which they wanted to come about gradually. A central concept was the selling of the program to the students, faculty and community. As an experienced counselor, Mr. Donald Brockwell was

assigned to the Cloudcroft school as a career selection agent. Mr. Brockwell devoted one day a week to the Cloudcroft High School, working as a counselor with the emphasis being on career selection and the world of work. After the first semester, through special arrangements with the school district, a second work day was added with the emphasis being placed on working in the elementary school.

Mr. Brockwell describes his program at the Cloudcroft High School as follows:

"I feel the most important part of the program was that of selling the program. Careful planning paid off in full. Starting slowly, I first became acquainted with the faculty, students, and community. Even though an outsider, my attitude was to consider myself a member of the faculty for the two days a week spent in their school. I attended faculty meetings, athletic booster meetings, church services, basketball games, and village council meetings. I was introduced as the counselor and naturally questions followed, for everyone was aware that I was new to the system. The work became easier as the year progressed because it had been possible to meet so many of the parents on an informal basis.

"I was able to become acquainted with the senior class and spent a great deal of time with them. Most of them (15 out of 20) had no firm vocational plans at the beginning of the program, and only three had done any vocational investigating. By the end of the year, all but two had made vocational plans and all had the opportunity to investigate careers. The seniors were able to take a careful look at themselves and the world of work. They became quite realistic about vocational choices by the end of the year. The juniors were introduced to the world of work as were the sophomores and freshmen. The faculty became aware of the world of work as far as planning the curriculum. The materials provided the school were utilized by the students and faculty.

"The majority of individual counseling was on vocations, but sometimes became more involved. The additional training of a counselor became paramount if adequate assistance was to be rendered.

"In working with some of the students, it was discovered that several visual problems existed that required referral to an ophthalmologist. One student, as a result of several tests, was referred to a neurologist for suspected brain damage. The parents of this student were very grateful for he had been regressing for the last two years. Perhaps, he can now receive the needed help. Many informal conferences with teachers were held and this personal interest resulted in securing a 'team' attitude. Cloudcroft has a small faculty, and it was found that an individual approach was better than inservice training meetings. It also helped to sell the program with the faculty. The faculty was very cooperative. Mr. Wesley Lane, Principal, did a superior job in helping me with the faculty and introducing me to the community. Without his help, the project could not have succeeded."

The formal program at Cloudcroft High School consisted of:

Career Selection Work

The career selection work was done in a guidance period that was 20 minutes long, and a regular class period when needed. The central effort was directed toward the seniors who had twelve sessions during the second semester. Each senior was seen individually for two or three periods to discuss test results and post high school plans. The class work covered the following areas:

1. Self-concept
2. The World of Work
3. Career Choice
4. Study Habits
5. The Use of the Occupational Exploration Kit
6. Getting Along with Others
7. The General Aptitude Test Battery
8. Interests

It was felt that career selection was not the job of CSA alone, but that of the whole school. Teachers were introduced to the SRA Occupational Exploration Kit, and several teachers used this material in their classes even though the material came in late. More teachers planned to utilize this information the following year. Films were shown on career selection areas during the guidance period and on days when the CSA was not there, some films were shown and a particular career was discussed. This helped to carry out the theme and career selection was the job of the whole school under the direction of the CSA.

Field Trips

Juniors and seniors were taken to Alamogordo, New Mexico, for College Day and Career Day. The seniors went to Holloman Air Force Base for a day with the main theme of the day being "Career Selection." The seniors also went to El Paso, Texas, where they visited the Newspaper Printing Corporation, Hotel Dieu School of Nursing, Mountain States Telephone Company, Texas Western College, and General Motors Training Center. These four trips, along with the career selection work, did a great deal to acquaint these students with the world of work.

Cloudcroft students are ready for a field trip with Lewis Tuttle, career selection agent.

Description of the Weed Program

At Weed High School, the faculty and administration were interested in providing vocational information to their students. They wanted to expose their students to the world of work, the concept of vocational choice, changing job requirements, changing job opportunities, need for job preparation, and the idea of self understanding.

Mr. Lewis Tuttle was assigned to Weed High School as a career selection agent because of his former counseling experience and his knowledge of the field of vocational exploration. He worked each Wednesday from the first of December until the end of May at Weed High School.

Possibly, the most profitable service performed in making this project a success, other than work with the student, was that time spent working with teachers, administrators, and parents. This was called coordination and teacher conferences. This coordination was vital since an outsider (CSA) needed to keep himself informed about the attitudes, opinions, happenings, etc., that concerned this project. This type of communication left Weed High School and its staff with a better understanding of what was to be accomplished and a better knowledge of how a counselor might help students with some of their problems.

As a result of the work of the CSA, other specialists, such as the speech therapist and the elementary counselor, were brought to Weed as they were needed. Their work was very helpful in case conferences with parents, teachers, and other important personnel.

Mr. Tuttle described the results of his program at Weed High School as follows:

"My evaluation of this project is rather simple. As a part of the total effort, I gave the Haller and the Jeffs Tests as our State Director requested. The results are as follows on the group of juniors and seniors with whom I worked:

Student's No.	Test Results Score on Haller	Test Results Score on Jeffs
1	31	42
2	52	57
3	33	38
4	Absent the day of testing	
5	53	55
6	59	59
7	34	44
8	54	44
9	40	38
10	44	43
11	35	34
12	44	27

"Incidental to this testing, I would like to report the results of some very informal testing I did. First, I asked the English teacher at Weed to extract a vocational declaration of intent from the juniors and seniors. Then at the end of the school year, I asked these students to tell me 'What you have settled as a result of our work.' By pre- and post-testing the student attitudes, I hoped to find out how firm their vocational choices were."

The results of the pre- and post-testing were as follows:

Student No. 1, a junior, changed from a first choice of college mechanical engineering to a more vague choice of auto designer.

Student No. 2, a senior, changed from nurses training to a college speciality training course in secretarial services.

Student No. 3, a senior, changed from a vague interest in college to a career field choice in the College of Business Administration.

Student No. 4, a junior, maintained an interest in the U. S. Navy, but settled on secretarial training within this branch of the Armed Service.

Student No. 5, a junior, changed from an interest in college and possibly law to an interest in journalism.

Student No. 6, a junior, maintained an interest in electronics.

Student No. 7, a senior, changed from a broad interest in the Armed Services to an interest in wildlife management.

Student No. 8, a junior, continued to be undecided, but was considering college.

Student No. 9, a junior, was considering law and journalism, but ended the year considering college in general.

Student No. 10, a junior, changed from an interest in college or a business school to an undecided position.

Student No. 11, a junior, changed from a consideration of a college major in physical education to an interest in salesmanship.

Student No. 12, a junior, changed from a consideration of social work or elementary school teacher to an interest in child care or teaching.

In summary, it was found in the Weed School that in career choice, four students stayed about the same, three students remained undecided, and five students changed their vocational choices. This informal testing indicates that juniors and seniors can be expected to change their vocational exploration. It might also suggest that some of the juniors can profitably remain undecided about their objectives and hopefully go on to the senior year to consider unexplored occupational fields.

Field Trips

During the first year, the field trips were planned by career selection agent Tuttle and both Weed and Cloudcroft participated as a unit.

During the first year, career selection education libraries were started with definite plans for continuing the program.

1966-1967

Weed High School
Cloudcroft High School

Personnel and General Organization

At the close of the first year, Dr. M. G. Hunt, Director of Vocational Education for the State Department of Education, advised that he would match local fund contributions to the program with federal funds. It was through this cooperative effort that the program was kept in action.

Dr. Robert Swanson, Director of Guidance, also gave financial support to the project from Title V, NDEA, funds. This, also, gave the program another assistance which was greatly needed. Besides the financial assistance, Dr. Swanson and his assistant ,Bill Kelsay, made several visits to the project. They gave consultative services to the career selection agents, talked with the administrative staff, and gave many suggestions for improving the program.

Dr. William C. Cross, Head of the Department of Guidance and Psychological Services at New Mexico State University and chief consultant to the program, worked constantly with the career selection agents to see that a well-planned program was developed to meet the needs of the students of the Weed and Cloudcroft schools. Besides working with the career selection agents, Dr. Cross also made five visits to the project schools during the 1966-67 school year. He met and counseled with the administrators and staff as well as the parents. He was so completely accepted in the communities of Weed and Cloudcroft that the high school students of Weed chose him as the commencement speaker at the June, 1967, graduation exercises.

Dr. Travis Stovall, Superintendent of the Alamogordo schools, assigned Mr. A. C. Woodburn, Curriculum Director, to work with the principal of Weed, Mr. R. K. Hill, to give the program every possible support.

Mr. Tom Riddle, Superintendent of the Cloudcroft schools, worked with the career selection agents and Principal Wesley Lane to see that the program was strengthened through complete faculty participation and cooperation.

Program

The chief program objectives: to prepare students for the needed breadth of vocational exploration; to improve the patterns of career exploration so that a broader, more nearly individualized choice will be made known concerning skills and development.

Field trips were planned and interviews were set up so that individuals could talk to people in areas where they held a special interest.

The activities of the program included:

1. An introduction to an Occupational Unit
2. Administration of the General Aptitude Test Battery
3. Administration of an Occupational Information Inventory
4. Discussion visit to El Paso Technical High School
5. General test interpretations
6. Information on Vocational Trade Schools
7. Discussion of colleges and the many facets of college life
8. National testing programs such as ACT and National Merit Scholarship
9. The area of self understanding to include self needs and responsibility
10. Planning for Career and College Day at Alamogordo
11. The use of occupational information kits and reference books
12. Interpersonal relationships and the world of work

Research and Evaluation

The program was designed to enable isolated, small high schools to become more comprehensive and to meet the needs of the students. The program endeavored to give increased vocational information and blend vocational exploration into the regular educational experiences of the planned curriculum. Instruments of evaluation were constantly used.

The main weakness in the program has been the absence of institutions of business in these very small, rural, isolated communities. To have conferences with professionals, the students had to go great distances, and it was not always possible to set up the interview which was needed.

The schools received permission from Dr. Ogden from the College of Santa Fe to use taped interviews from the college, where they have a library of tape recorded occupational information. This library was set up through a Title III grant of $22,000.

1967-1968

Weed High School
Cloudcroft High School

Through the three-year program of Education for Career Selection and Orientation to the World of Work, many opportunities have come to the students at Weed and Cloudcroft. The original criteria set up for the selection of schools was quite descriptive of Weed and Cloudcroft. (To review the original criteria, see page 1.)

The project sought to explore and test the kind of balanced, general, vocational, and academic curriculum which would prepare rural youth and adults for continuous learning in a society subject to rapid and often uncontrollable change. The rural curriculum often lags behind the needs of the students since change in the social and economic world occurs more rapidly than do our means to make adjustments.

Zeisel summarizes it this way:

> The problems for the rural youngster entering the labor force are even greater than for his urban counterpart, generally involving, in addition to other difficulties, migration to another community and environment. There has been growth of employment opportunities in rural areas . . . but the occupations involved are not those for which farm youth have been generally trained. Studies have shown that farm and rural-reared youth who have migrated to urban areas have been generally less successful occupationally than urban-reared persons; farm-reared workers generally change jobs more frequently, have lower incomes, and are more often found in unskilled and semiskilled jobs.
>
> . . . (R)ural youth are facing a continuing disadvantaged position in the urban labor market unless a major improvement is forthcoming in the quality and quantity of their education, vocational guidance, and vocational training.[1]

There is a great deal of evidence that programs in isolated schools are not offering even a minimum vocational curricula for today's young men and women.

[1]Zeisel, Joseph S., *Trends in Non-Farm Employment,* unpublished paper prepared for the National Conference on Problems of Rural Youth, Stillwatr, Oklahoma, September 22-25, 1963, pp. 11-12.

Career Selection Agent Steve Donohoue and Superintendent Wesley Lane see that vocational and occupational materials are readily available to the students.

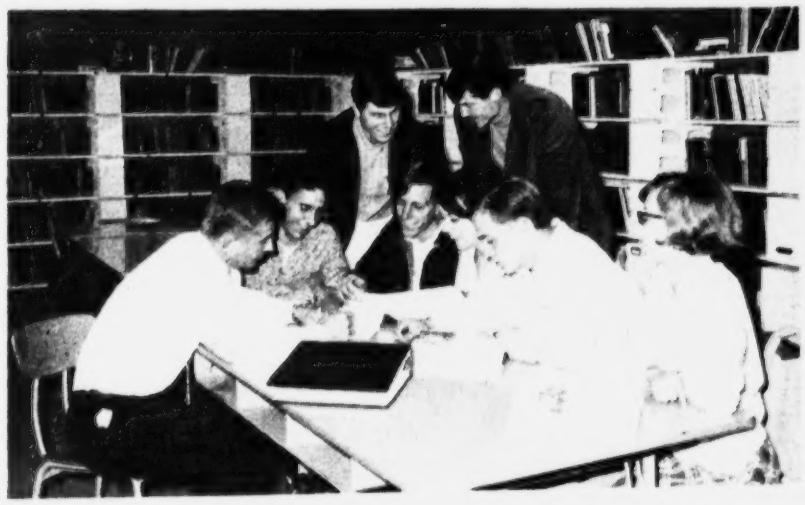
Iwamoto says:

. . . the per cents of schools offering one or more subjects in industrial and vocational education were small. . . . The subjects offered in small high schools tend to be academic, yet only one-third of the students went to college. Two-thirds of the June, 1960, graduates were no longer in their school communities by March, 1961. Many of these graduates had gone to the large cities in search of employment.[2]

Our programs have been designed to give all individuals many vocational experiences. The students at Weed and Cloudcroft were not fortunate enough to thoroughly explore or develop the skills of various vocations; however, they were given an introduction to the skills and some experiences which gave them data about skills needed for specific vocations. Careers were explored through visitations, field trips, and interviews. Films, filmstrips, tape recordings, and tele-lectures were other sources of vocational information which students sought regularly.

The Career Selection Education Programs at Cloudcroft and Weed have helped to change the curriculum design of two small, isolated schools. At the beginning of the program, all high school students received a college-oriented program even though the number who would attend college did not justify such a program. As vocational exploration has become a regular part of the program, the parents and students are making new demands concerning the kind of a curriculum they want and need. This program and the whole faculty in these two schools have played an important role in making the curriculum fit a need.

The teaching staff and the career selection agents have sought resources to enrich the curriculum with specialization. Curriculum content has changed considerably as the career selection agents have shifted specific responsibilities to the teaching staff. This shifting was not only desirable, it was necessary since the career selection agent for Cloudcroft and Weed visited the communities only one day a week.



Data on vocations was used extensively.

Career information makes interesting conversation.

[2]Iwamoto, David, *Small High Schools,* 1960-61, National Education Association, Research Monograph 1963-M1, Washington, D. C. p. 10.

Juniors and seniors meet in the library to discuss the unit on occupations with career selection agent Cowan.

Group guidance sessions were held often. This class work covered such areas as the self-concept, the world of work, career choice, study habits, the use of the Occupational Exploration Kit, interests, and testing. Each senior was also interviewed to discuss test results and post-high school plans. By this time, it became a common practice for regular staff members to make use of the occupational materials in their regular classes.

The field trips for the third year of the project included Career Day at Alamogordo and a visit to the employment security commission offices, a trip to El Paso, Texas, to visit the Newspaper Corporation, State National Bank, El Paso Natural Gas Company, Hotel Dieu School of Nursing, Mountain States Telephone Company, El Paso Technical High School, University of Texas at El Paso, and General Motors Training Center, trips to Holoman Air Force Base, and Sunspot Observatory. These trips were provided to expand the experimental base of the students and to acquaint them with a broader view of the world of work.

The testing program at Cloudcroft and Weed for the third year included the use of the following standardized tests: General Aptitude Test Battery, the Strong Vocational Interest Blank, Kuder Preference Record-Vocational, the California Test of Mental Maturity and study values.

These tests were interpreted to the students, parents, and teachers on several occasions.

Assistance was given to those students taking the National Merit Scholarship Examinations, American College Test, College Entrance Examination Board Tests, and the Air Force Qualification Examination. A number of student referrals were made to specialists such as speech therapists, elementary counselors, vocational rehabilitation, and psychologists. The testing and the interpretations of test results helped the students to make better self-evaluations and more realistic vocational choices.

The following guidance publications were made available to the two schools: the SRA Occupational Exploration Kit, the Occupational Outlook Handbook, the Guide to College Majors, the SRA Adjustment Series, Lovejoy's Guide to Vocational Schools, and Lovejoy's Guide to Colleges, Dictionary of Careers, assorted catalogues from universities, colleges, and trades and industries programs. A series of secondary books were also made available to the two schools: Being a Friend, Winning Friends, Keeping Your Friends, Aiming High, Gaining New Heights, Reaching Ahead, and the teachers manuals.

Cloudcroft seniors make plans for a field trip. CSA Steve Donohue assists.

Cloudcroft seniors ready for a test.

Tapes were secured from Dr. W. E. Ogden, College of Santa Fe. The tapes included personal interviews with an elementary and secondary teacher, a petroleum and aeronautical engineer, an airline stewardess, an auto mechanic, a diesel mechanic, a digital-computer operator, a heavy-truck driver, and a veterinarian. These tapes included such information as duties performed, demand for the occupation, limitations within occupation, reason for choosing an occupation, advice for one interested, training and education necessary, salary, working conditions, fringe benefits, and contribution to society.

Mr. R. K. Hill, Principal of Weed High School, states that in the three-year period of operation of the Western States Small Schools Project eighteen students will have graduated. Of these eighteen graduates, he makes the following statements about their placement:

1. Twelve graduates have gone or will go to higher educational institutions. All of these are presently attending college or have made application to attend in 1968.
2. Two have enrolled at technical schools: one at the Roswell Branch of Eastern New Mexico University and one at North American Technical Institute in Albuquerque, New Mexico.
3. One girl has entered military services (WAVES).
4. Two graduating girls have been married.
5. Only one of the 18 graduates remains undecided at this time about a vocational choice.

Mr. Wesley Lane, Superintendent of the Cloudcroft Independent School System, states that in 1966:

1. Twelve graduates have gone on to higher educational institutions. Eight of these students are presently attending college.
2. One student has enrolled at a technical school.
3. Four young men have entered the military service.
4. One graduating girl has been married.
5. Four graduates are now employed.
6. Only one of the 19 graduates remains, at this time, undecided about vocational choice.

Mr. Lane states that in 1967:

1. Thirteen graduates have gone on to higher educational institutions. Ten of these students are presently attending college.
2. One student has enrolled at a technical school.
3. One young man has entered the military service.
4. Two graduating girls have been married.
5. Ten graduates are now employed.
6. Only one of the 25 graduates remains, at this time, undecided about vocational choice.

Mr. Lane states that the plans of the 1968 graduates are as follows:

1. Eight graduates plan to go on to higher educational institutions.
2. One graduate will enroll in a technical school.
3. Three graduates will become housewives.
4. Two seniors plan to be employed immediately after graduation.

The total evaluation of the success of the Western States Small Schools Project at Weed and Cloudcroft High Schools will be determined by the extent to which the students are adjusting successfully to work situations and being satisfied with their choices of careers in the future. Before the inception of the program, few students even considered continued education. It is obvious that the Western States Small Schools Project has helped students in making career choices and selections. The increasing number and high percentage of students seeking post-high school study is pragmatic proof that the program has proved worthwhile.

Statements of Approval of the Program

Mr. A. C. Woodburn, Assistant Superintendent of the Alamogordo Public Schools in a letter dated April 24, writes: "We are most anxious to continue the Career Selection Program at Weed High School for 1968-1969."

On April 25, 1968, Mr. Wesley Lane, Superintendent of the Cloudcroft Schools, stated in a conversation with the career selection agent of his school and the Project Director of the Western States Small Schools Project, that he is highly pleased with the overall accomplishments of the program. He will do all he possibly can with his limited budget to provide for more counseling and guidance services for his high school students.

Dr. M. G. Hunt, State Director of Vocational Education for New Mexico, in a letter dated May 6, 1968, writes: "I have had several reports that the Career Selection Education Program at Weed and Cloudcroft High Schools has been a very good one."

Dr. William C. Cross of New Mexico State University states that the major strength of the program lay in the professional training and skill of the career selection agents. The graduate assistants chosen for the project were able men with a great deal of experience and knowledge. This, combined with the need of such services being recognized by the students, teachers, and staff, made the programs a successful venture. The enthusiasm of the students for the services provided did much to stimulate the career selection agents as well as to contribute to the cohesiveness of their class.

Mr. R. K. Hill, Principal at Weed, stated: "This program has brought new life to our school. I would rather lose one of my teachers than my career selection agent."

Mr. Paul Cowan, CSA at Weed, made the following observations for the school year, 1967-68: "The most favorable comments, as a general rule, come from the parents of the students who have been directly connected with the Career Selection Education Program. Mrs. Lackey, mother of a present student at New Mexico State University, stated, 'Without the help of the program and the CSA's to encourage my son, he might still be working on the ranch.'

"The students themselves were probably the most appreciative of the program. Many stated that they were unaware of what job possibilities were open to them and what their chances were of obtaining employment in a particular area; how their abilities and aptitudes would fit in with a particular occupation; what training was required and how they could gain assistance in obtaining the required training and education.

"Mr. Tanner said, 'I never knew that my daughter wanted to go to school so bad. I always thought that she might go someday, but I never thought she had the ability and ambition. The program you have presented gives both of us new hope.'

"Another parent, Mr. D. Stewart, and teacher at Weed said, 'We parents and teachers at Weed surely do appreciate what you boys from New Mexico State University are trying to do for us. You have brought new hope and life to our school. Before, the students who graduated were left out on a limb. Now, they have some direction and goals to work for'."